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ABSTRACT

The freshmen orientation period is an ideal time to sensitize students to the value of career planning and also to help students identify the resources available on campus. There has been a scarcity of literature on the use of the orientation period to sensitize students to the importance of career planning. The purpose of this paper is to describe a freshmen orientation slide tape show that was developed around four themes: (1) the value of career planning for students, (2) the difficulties of career planning with an unstable economy and rapid technological change, (3) the campus and Counseling Center resources available to students, and (4) the University's commitment to the career planning of students. The method of presentation, production procedures, and verbatim description of the slide show context are included. Outcomes and implications for the college and high school counselor are discussed. (Author)

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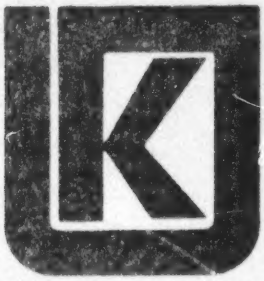

CAREER PLANNING SENSITIZATION (SLIDE/TAPE SHOW) WITH NEEDS ASSESSMENT DURING FRESHMEN ORIENTATION: A MODEL FOR COUNSELING CENTERS AND HIGH SCHOOL SETTINGS

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Abstract

The freshmen orientation period is an ideal time to sensitize students to the value of career planning and also to help students identify the resources available on the campus. There has been a scarcity of literature on the use of the orientation period to sensitize students to the importance of career planning. The purpose of this paper is to describe a freshmen orientation slide tape show that was developed around four themes: 1) the value of career planning for students, 2) the difficulties of career planning with an unstable economy and rapid technological change, 3) the campus and Counseling Center resources available to students, and 4) the University's commitment to the career planning of students. The method of presentation, production procedures, and verbatim description of the slide show content are included. Outcomes and implications for the college and high school counselor are discussed.

CAREER PLANNING SENSITIZATION (SLIDE/TAPE SHOW) WITH NEEDS ASSESSMENT DURING FRESHMEN ORIENTATION: A MODEL FOR COUNSELING CENTERS AND HIGH SCHOOL SETTINGS

Annually thousands of students enter our institutions of higher education undecided about what careers to pursue. National ACT research (American College Testing, 1977) indicates that approximately 44% of these students need assistance in their educational-vocational planning. In a nationwide study, Prediger, Roth, and Noeth (1974) found that high school students ranked career planning help as one of their top priorities. Counselors and student personnel workers are usually given primary responsibility for providing help and resources to assist students in career planning.

Freshmen students do not always recognize the importance of career exploration or are not motivated to become involved in their own career planning. Reardon (1973) suggests that career development services should focus their efforts at points of discontinuity in the student's educational preparation. One point of discontinuity is the period between high school graduation and the end of the first year of college. For example, students leave home, make new friends, and become more focused on academic coursework and career decisions.

Freshmen orientation programs have been implemented to assist the college freshmen and aid the transition from high school to college. The freshmen orientation period is an ideal time to sensitize students to the value of career planning and also to help students identify resources available on campus.

There has been a scarcity of literature on the use of the orientation period to sensitize students to the importance of career planning. Morrill

and Oetting (1970) polled 635 counseling centers to find that 38% were involved with freshmen orientation. This survey did not specify the content of programs offered. Specific orientation programs described in the literature have focused on racism and sexism (Sedlacek, Troy, & Chapman, 1976) and communication skills (Lange & Gentry, 1974). Other orientation literature focused on general formats (Packard, 1966) and the effects of programs on the participants (Forrer, 1974; Kopecek, 1971). Absent from the literature are any specific orientation programs used to sensitize students to the value of career planning and preparation.

The purpose of this paper is to describe a freshmen orientation slide/tape show that was produced and implemented at the University of Kansas in the summer of 1976. The 15-minute slide/tape show titled "Do You Know Where You're Going To?--Career Exploration at the University of Kansas" was shown to over 500 students who attended one-day orientation sessions on the campus. This show was one of four 50-minute programs offered by the Office of Student Affairs hat students could choose to attend. The content of the slide show was developed around four themes: 1) the value of career planning for college students, 2) the difficulties of career planning with an unstable economy and rapid technological change, 3) campus and Counseling Center career development resources available to students, and 4) the University of Kansas' commitment to the career planning of students. The slide show was completely prepackaged and the slides were accompanied by popular music and narration. The total cost was under $50.00.

Method of Presentation and Production Procedures

We live in a society that expects excellence in media presentations. Present-day students, weaned on television very early in life, expect the

precise coordination and blending of audio-visual messages. Aesthetic pleasure, intellectual stimulation, novel information, or humor are expected by viewers. Marshall McLuhan's axiom that "the medium is the message" was paramount as we developed the content, music, and slides of the presentation.

In addition to the technical aspects of production, special attention was given to what behavioral outcomes that might be observed from the viewers. Magoon (1964) suggests that audio-visual media should be maximally explicit, stimulate further exploration of available resources, and give viewers guidance about how to use these resources. The slide show also was directed at providing students with information about the career development process and how to use the university system (Reardon, 1973). Overall, the behavioral outcomes of the slide show approximated Isaacson's general functions of career information including increasing motivation, involvement, and use of available resources (Isaacson, 1971).

A general description of how to develop a career slide show has been suggested by Doll (1975) and a comprehensive guide to the basic production stages for audio-visual programs has been identified (Smith, 1975). The three production phases (idea formulation, audience selection, and program objectives) were followed in the slide/tape production. Selection of the slide/tape program medium was based on: 1) the desire to provide flexibility and creativity in programming, 2) the available audio and photographic resources and 3) the availability of portable equipment for out-reach programming. Existing programs in Career Planning and Placement Centers applying these audio-video media procedures were reviewed (Scott & Bartsch, 1975; Reardon & Minor, 1975; Roberts & Irwin, 1975).

The production phase built on and expanded Smith's (1975) guidelines. The following steps were completed:

1. The general content was outlined including: 1) the sequencing of descriptive information about the university system, 2) a simulated student interaction concerning career planning, and 3) information about the value of career planning.

2. The next step was the coordination of the musical introductory theme with the narration. Specific references to the musical message were inserted into the student dialogue and commentary.

3. The acquisition of slide scenes that would enhance and reinforce the music/narration themes was the next step. The specific goal was to familiarize the viewer with campus or career resource facilities, and available personnel. The attempt was made to personalize the issues being presented through the use of familiar visual images or pictures of the people being described.

4. Campus volunteers and support personnel provided the necessary voices on the tape as well as assisting with other production tasks. The foreign language lab provided recording facilities, and the audio-visual lab assisted with slide and graphic work.

5. The audio and visual messages were coordinated on the cassette by means of appropriately sequenced signals for video scene changes. An important planning and revision tool was developed at this stage. It consisted of slide scene schedules and slide change schedules. By means of these listings, revisions can occur without disassembling of equipment.

6. Review and evaluation of the show was then completed by counseling center personnel and campus agency representatives. Revisions were made based on their feedback.

Slide Tape Show Verbatim Description

The script of the slide show was sufficiently specific to communicate: 1) the importance of long-range planning, 2) the dilemmas that students face without planfulness, 3) the economic and technological problems that make career planning difficult, 4) university resources available to students related to career exploration, 5) positive expectancies about the Counseling Center, 6) the nature of individual and group counseling, and 7) the commitment that the University has to each student.

A popular song which had a career development message was used for musical background. Diana Ross' "Theme from Mahogany (Do You Know Where You're Going To?)" was played at the beginning and the end of the tape. This song gave the presentation a mellow background to incorporate meaningful slides. The first three minutes of the music and slides was constructed to emphasize a developmental aspect of living and career planning (Ginzberg, Ginsberg, Axelrad, Herman, 1951; Ginzberg, 1972; Super, 1957; 1963).

About five minutes into the tape, a serious conversation between two graduated seniors begins. These two graduated students did very little career planning and the tape emphasizes the problems that they face because of their lack of planning during their 4-year college education. In short, this dialogue and the rest of the tape attempts to establish positive expectancies for career planning and exploration at every stage of the student's education. The following paragraphs are the complete narrative of the slide show:

Diana Ross' Music and Words from "Theme from Mahogany"

"Do you know where you're going to? Do you like the things that life is showing you? Where are you going to? Do you know? Do you get what you're hoping for? When you look behind you there is no open door? What are you hoping for? Do you know?

Once we were standing still in time, chasing the fantasy that feeds our minds. You knew how much I love you now, my spirit was free, laughing at the questions that you once asked me.

Do you know where you're going to? Do you like the things that life is showing you? Where are you going to? Do you know?

Now looking back at all your plans. We let so many dreams just slip through our hands. Why must we wait so long before we are free? How can the answers to those questions be?

Do you know where you're going to? Do you like the things that life is showing you? Where are you going to? Do you know? Do you get what you're hoping for? (music fades)

Narrator

Each day brings you closer to the reality of being a student at the University of Kansas. Over your high school years you have made plans for your future education and career. This day of orientation is another important

step in fulfilling those dreams and plans. One of the major goals of the University of Kansas is to educate men and women in their chosen field of interest. Although today you will not see the entire campus, there are 900 acres of beauty and nature; each season accents this beauty in a different perspective. In addition to the beauty, KU's academic excellence is rarely surpassed by other institutions. This learning environment consists of both in-class situations and out of class activities. It is this combination of an attractive campus and a superior academic and learning environment you have chosen to become a part of.

Beyond this question of attending the University of Kansas are the questions of how your education will translate into a meaningful career, lifestyle or future. In many ways, these questions seem far off, unimportant today, with the excitement and activity of this orientation. Yet, getting an education out of the context of how it will relate to your growth as a human being, out of the context of the restraints of the world of work may be short-sighted, a waste of time and money, and generally frustrating.

The University of Kansas recognizes the importance of career planning for students while they are here as well as after they graduate. Two students who graduated last May, from the University of Kansas, express their feelings about being at KU in the context of their career plans now that they are out of school.

We join them as we hear them talking about their feelings about being graduates in terms of their future plans.

Judy and Bill

Judy: I know what you mean. The last four year went by awfully fast for me, too. It doesn't seem like orientation was that long ago.

Bill: I know it. It really all sort of blended together. I am going to miss the sports events and the classes and the dances. I really made some of my best friends here staying up all night for exams. It's been important to me to get in touch with different points of view. A lot of memories.

Judy: Yeah, those things became a part of me, too, but I remember how scared I was at the beginning. I had so many questions. How was I going to adjust and would I be able to do alright in my classes. I was especially concerned about making new friends.

Bill: Yeah, my biggest concern was where I was going to eat and where I was going to sleep and would I be able to meet some new people.

Judy: Those problems seem so long ago. But I still remember them really well. It's going to be tough to leave. I feel really at home and comfortable here in Lawrence.

Bill: It's really been a good experience for me, also.

Judy: Do you have any plans for next year?

Bill: Not really, I'm sort of confused and up in the air about what to do next. I've been giving it a lot of thought, though, in the past few months. How about you? Do you have any plans for the future?

Judy: No. I'm not sure what I should do. You'd think by now we would have thought of something.

Bill: Yeah, in a lot of ways it's my own fault for letting career plans be so loose. I really didn't take the question of planning my career very seriously as freshman, sophomore, or even as a junior. It's really only been in the last year that I've given any thought to it at all. That definitely was a mistake. I look at my roommates and they seem to have it all together--one's going to law school and the other is planning a career with a business in Kansas City.

Judy: I know my best friend Mary has been accepted to Medical School. She majored in Zoology and Biology, but I am not sure my major relates to any specific career or graduate school or training. I just feel sort of lost.

Bill: You know it sounds like we are in the same place. We're educated, unemployed but we don't have much direction. Sure wish I would have done a little more planning and thinking about my career earlier. Then maybe I would have some idea about where I was going today.

Judy: Yeah, I thought about that, too. I am willing to take responsibility for the part I played in it; I know that it is my problem. The other part is like the job market is so tight and competition to get into graduate school is incredible and the economy just seems so unstable. You know there are some jobs people are training for that won't even exist ten years from now. And I thought choosing a major was a big decision; but there is more to it than that. That's just the beginning. I wish I knew where to go from her.

Narrator

Judy and Bill are struggling with important career and life planning concerns. Their present uncertainty has developed both from their lack of early involvement as students in their career planning and the economic and societal problems that we face in the United States today. The economic problems are sometimes beyond our control as individuals. Yet, students can have control over their short term and long term career plans.

The University of Kansas provides help for students in terms of this career planning. One of the questions students ask as freshmen and sophomores is "What might my major be?" Students also want to know how their majors will translate to specific careers after graduation. Many students change majors, others need information and help in making decisions about graduate school or further training.

In this light the University of Kansas Counseling Center is the primary resource agency to help students with career decisions and other personal social concerns. The Counseling Center is located in 116 Bailey Hall and offers a variety of resources for students. It provides a center where you may discuss freely, and confidentially, with a professional counselor any concerns, feelings, questions, or decisions that are important to you. This counseling service is available to students with no fee and it is open Monday through Friday from 8:00 a.m. to 5:00 p.m. Students may drop in for counseling or make an appointment in person or by phone.

Resources that students have found helpful in the past consist of: 1) individual counseling, 2) career exploration groups, 3) Career Resource Center, and 4) interest and personality testing. The individual counseling sessions are ordinarily scheduled once a week for 50 minutes. In addition to career exploration, planning and decision-making questions, students bring a wide range of concerns to the Counseling Center. Some of the problems students have discussed in the past are: how to relate to other people and family members; how to adjust co campus life; how to make friends; how to deal with being alone, anxious or depressed; questions about sexuality and many other concerns. Another service of the Counseling Center is Career Exploration Groups. These groups consist of eight to ten people with something in common, a personal concern about what they are going to do with their careers and rest of their life. It is a group of people helping each other sort through the feelings about themselves and the world of work. The groups usually meet for two hours per week for about four or five weeks and are organized and led by trained counselors. Also, located in the Counseling Center is the Career Resource Center, which provides students with up-to-date information about careers, occupational trends and graduate schools. The Career Resource Center currently has over 3,000 pieces of specific career information in addition to many general sources about careers. The Career Resource Center is available to students without an appointment and is staffed by Career Resource Specialists to help you find the information you want or need. Another service available at the Counseling Center is career and personality testing. Usually this test information is used in individual or group counseling to help students learn more about themselves or to confirm what they alrealy know.

Coming to the University of Kansas is an important career planning decision. The education and experiences that you will have here will effect your entire life. Specifically this education will influence the many career directions that you might take.

There are many critics today of the value of a college education. We, here at K.U., believe that a college education is as important today as ever before. Important not only in terms of intellectual growth, but important also in terms of your general development as a person. We believe that a college education at the University of Kansas can provide you with a wide range of career opportunities after graduation. Yet at the same time, we recognize that these opportunities have to be worked at by students at every stage of their academic preparation. In addition to the resources of academic faculty, resident hall personnel, family and friends the University Counseling Center is available to assist you in any way. Given a very unstable economy and rapidly changing technology careers no longer happen, they are planned.

Diana Ross' Music and Words from Theme from Mahogany

Now looking back at all your plans, we let so many dreams just slip through our hands. Why must we wait so long before we're free. How can the answers to those questions be?

Do you know where you're going to? Do you like the things that life is showing you? Where are you going to? Do you know? Do you get what you're hoping for? When you look behind you, and there is no open door. What are you hoping for? Do you know? (Music).

Outcomes and Implications

The reaction to the slide show from faculty, staff, and the students was very positive. A student evaluation immediately after the slide/tape show indicated 90% of the students attending felt the slide show was helpful to identify resources in the University Counseling Center. Although it is difficult to solely attribute the slide show to actual student use of the Counseling Center, significantly greater traffic was experienced during the next semester. Individual client case loads for the first semester increased 58% over the previous year. Another sign that the slide show affected student behavior was that over 1,000 students used the Career Resrouce Center the next semester. A high percentage of these students were freshmen.

There are numerous ways the slide show format might be used in high school settings. Besides showing it directly to students in classes and at assemblies, it could be shown to classroom teachers. In this way, the presentation could serve as a vehicle for discussion and integration of Career Education in the classroom. It could also be shown to educate and involve parents, community leaders, and administrators to support career education as an important part of public education.

In the college setting, the slide/tape show could also serve as an in-service training experience for resident assistants, academic advisors, and other helping professionals. This in-service may give the career development resources visibility and aid in the referral of students. Since the slide show is transportable, showing it as part of outreach programming in the residence halls may help reach students in their own living environments. The show may also have utility for admission counselors and recruiters. The content could be presented to potential students and their parents as part of the University's effort to attract students and give their institution public visibility.

As career resources and assistance continue to be needed by students, how to publicize the available resource and motivate students to use these resources remains a primary responsibility of the high school and college counselor. An efficient means of publicizing the resources may be found through the use of a slide/tape presentation. Media presentations that stimulate and motivate students to use resources and that set positive expectancies about career planning and counseling, will allow the counselor to spend more time with individual students and innovating new methods to facilitate student development.

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Table 1

Needs Assessment for Total Freshmen Students

(N=1514) at Freshmen Orientation 1976

Questions Asked	Responses in Percentages		
	Yes	No	Unsure
1. I feel undecided about what my career will be	49.4	50.6	00.0
2. Specific career information would help me see how my education would relate to a career	68.0	09.0	23.0
3. I will need career information sometime during my education at the University	77.0	06.0	17.0
4. I would use a centrally located Career Resource Center	64.0	07.0	29.0
5. I need help in deciding my educational and vocational plans	39.0	33.0	28.0
6. I would be interested in joining a career seminar next year to explore my career options	27.0	28.0	45.0

Table 2

Career Development Needs Assessment for

Males and Females at Freshmen Orientation

Questions Asked	Responses in Percentages					
	Males (N=760)			Females (N=755)		
	Yes	No	Unsure	Yes	No	Unsure
1. I feel undecided about what my career will be	45	55	-	54	46	-
2. Specific career information would help me see how my education would relate to a career	63	11	26	73	7	20
3. I will need career information sometime during my education at the University	74	19	7	79	5	16
4. I would use a centrally located Career Resource Center	60	8	32	67	7	26
5. I need help in deciding my educational and vocational plans	34	34	32	44	31	25
6. I would be interested in joining a career seminar next year to explore my career options	27	31	42	26	26	48

Table 3

Career Development Needs Assessment for Decided and Undecided Students at Freshmen Orientation

Questions Asked	Responses in Percentages: Undecided (N=747) Yes	No	Unsure	Decided (N=762) Yes	No	Unsure
1. I feel undecided about what my career will be	100	-	-	-	100	-
2. Specific career information would help me see how my education would relate to a career	72	2	26	65	15	20
3. I will need career information sometime during my education at the University	85	1	15	68	11	21
4. I would use a centrally located Career Resource Center	67	3	30	61	12	27
5. I need help in deciding my educational and vocational plans	56	14	30	22	52	26
6. I would be interested in joining a career seminar next year to explore my career options	29	20	51	24	37	39

Needs Assessment and Gathering Data at Freshmen Orientation

The rationale for assessing needs is based on the following assumptions: 1) needs assessment of students is a necessary first step to the development of career resources, 2) needs assessment of students precedes career development programming, 3) needs assessment data can justify budget expenditures, 4) needs assessment data can be used to justify future budget requests for more resources, staff, and space, 5) needs assessment can identify individual students who need special help.

The freshmen orientation period is a convenient time to collect information about student needs. Our approach was to construct a simple, short questionnaire that would give us important information about the career development needs of students. An example of the questionnaire is found in Appendix B. The questionnaire asked the freshmen about: 1) their need for career information during their college years, 2) their feeling of decision-indecision in planning a career, 3) their possible use of a centrally located Career Resource Center, 4) their need for help in deciding educational-vocational plans, 5) their interest in joining a career seminar.

Analysis

The data are separately analyzed for 1) the entire sample, 2) by sex, and 3) by those students who either indicated decidedness or undecidedness about their career plans. The questionnaire data are presented in frequencies and percentages for each question.

Results

Table 1 indicates the percentage of responses for the entire sample (N=1514) attending Freshmen Orientation.

Insert Table 1 about here

The results indicate 51% are decided on a career direction at this time and 49% are undecided. Question two asked students whether career information would help them see how their education would relate to a career after school. The results indicate that 68% responded yes, 9% no, and 23% were unsure. Question three asked students whether they would have a need for career information during their education at the University of Kansas. The results indicate that 76% responded yes, 6% no, and 17% were unsure. Question four asked students whether they would use a centrally located Career Resource Center. The results indicate that 63% responded yes, 7% no, and 29% were unsure. The subjects are split on their need for help in deciding their educational-vocational plans. Thirty-nine percent answered they needed help, 33% answered they did not need help, and 28% were unsure. The question related to joining a career seminar the next year indicate 27% have interest, 28% indicate no interest, and 45% are unsure.

Table 2 shows the expressed career development needs for each sex (males, N=760; females, N=755).

Insert Table 2 about here

The results indicate that female freshmen students express greater career indecision, need for information, help in deciding educational-vocational

plans, and commitment to using a centrally located Career Resource Center than male freshmen students. Women's interest in joining a career seminar is nearly equal to men.

Table 3 shows the expressed needs of the sample according to their decision or indecision about which career to enter. The subjects were separated according to whether they answered yes or no on question 1 (I feel undecided about what my career will be).

Insert Table 3 about here

The results on all questions indicate that the undecided students have greater needs for career development resources than the decided students. The results also indicate that a high percentage of the decided students answered yes to questions about their need for career information, help in deciding their educational-vocational plans, and their use of a centrally located Career Resource Center.

Discussion

The results of this survey research indicate a great need for career development services and resources at the University of Kansas. The need for career information and assistance in career planning is an expressed need for the majority of entering freshmen. A high percentage of students are unsure about their career development needs. Women have greater need of services than men, and as expected, the undecided student has a greater need than the decided student.

This data was used to sensitize academic faculty and student affairs staff to student needs in the area of career development. A Counseling Center research report will be distributed in March, 1977 presenting the data to the

campus. In this way, the data collected at freshmen orientation can be used to justify current expenditures and future requests for budget, new staffing, and space.

Another use of the data was to identify from the individual questionnaires students who expressed a need for information or help. Each of these students was sent a career resource brochure through the campus mail. Appendix C shows this brochure and the resources available to students in the Career Resource Center. This mailout was one inexpensive way of identifying those students needing special help or information and reminding them of the resources in the Career Resource Center.

Appendix A

The purpose of the following chart is to suggest possible equipment selections currently available for use in slide/tape show design. Automatic slide carousel units are not discussed because it is assumed that such units are readily available. The items listed represent various levels of service and cost, and may already be available from local audio-visual services. The equipment presented here is involved in the coordination phase of the program.

MODEL	COST	CAPABILITIES
Inexpensive:		
Audiotronics Model 152S	$149.95	Cassette playback; 6" speaker or PA system; cassette programming and cue removal.
Eastman Kodak Carousel Dissolve Control, Model 2	295.00	Controls the image dissolve rate for two carousels; 4 selectable durations; coordinates alternating slides.
Moderately expensive:		
Wollensak/3M Model 2570AV Audio tape player	390.00	Cassette playback; 8" speaker, PA, or sync output; controls 2 functions & auxiliary inputs.
Wollensak/3M Digi-Cue Pro 6 Multimedia Prog.	830.00	Six-channel encoding or decoding; any combination or projectors; special effects input; used with Wollensak stereo recorder.

More complex and expensive units are available that can be coordinated with permanent audio-visual facilities. However, these units require power levels that inhibit their application for outreach or portable programming. A further consideration involves the technical knowledge of the operator, since use of any audio-visual equipment may require occasional adjustments when the equipment is in use. Each level of use requires different understandings

about the sources of problems and what is essential to correct those problems. Unless an audio-visual technician is to be part of the outreach program team, attention must be given to the issue of the ability of student personnel or school staff to handle multimedia equipment. Nothing can disrupt a well planned presentation more rapidly than an irreplacable blown projector bulb. Therefore, planning an audio-visual, multimedia presentation requires technical knowledge for adequate implementation of the show.

THE UNIVERSITY OF KANSAS/LAWRENCE, KANSAS 66045

University Counseling Center
Department of Counseling
116 Bailey Hall
913 864-3931

CAREER INFORMATION QUESTIONNAIRE

Career information can be defined as any printed, multimedia, or human resources that help people plan their careers.

Please fill out this brief questionnaire to help us determine the need for career information and career services at the University of Kansas. Your assistance will be greatly appreciated.

Please check or fill in the following:

NAME _____ MALE ____ FEMALE ____

1. I feel undecided about what my career will be.

   ___ YES ___ NO

2. Specific career information would help me see how my education would relate to a career after school.

   ___ YES ___ NO ___ UNSURE

3. I will need career information sometime during my education at the University of Kansas.

   ___ YES ___ NO ___ UNSURE

4. I would use a centrally located Career Resource Center where students could find out about careers or career options.

   ___ YES ___ NO ___ UNSURE

5. I need help deciding on my educational and vocational plans.

   ___ YES ___ NO ___ UNSURE

6. I would be interested in joining a career seminar next year to explore my career options.

   ___ YES ___ NO ___ UNSURE

COMMENTS, REACTIONS, SUGGESTIONS: (Use other side if necessary)

Career Resource Center
University Counseling Center
116 Bailey Hall

STUDENTS – FACULTY – STAFF

Need information about careers, the world of work, career outlooks in the 1980's, and graduate schools.

THE CAREER RESOURCE CENTER IS AVAILABLE TO SERVE YOU WITH

—Information on over 650 careers

—Over 3,000 pieces of CURRENT career information

—THE OCCUPATIONAL OUTLOOK HANDBOOK (1976-1977) with information about the career trends of the 1980's. This handbook is published by the United States Department of Labor and is the most authoritative document on the future career trends in the United States.

—Information about how different majors translate to specific careers.

—Information about graduate schools and further training.

—Free printed information on resume writing and interview preparation.

THE CAREER RESOURCE CENTER IS OPEN 9:00 A.M.–4:30 P.M. DAILY AND IS STAFFED BY CAREER RESOURCE SPECIALISTS TO ASSIST YOU. NO APPOINTMENT IS NEEDED.

CALL (864-3931) OR COME IN

Given an unstable economy and a rapidly changing technology,

CAREERS NO LONGER HAPPEN

THEY ARE PLANNED!